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ABSTRACT

The document is one of the teaching units developed by the Utah World of Work Project, designed to integrate career awareness into the regular curriculum at the elementary level. The kindergarten level guide is tied to the social studies area and focuses on eight work-related concepts and objectives covering the relationships between work and pay, choice of work, and work attitudes. Detailed learning activities and resource materials are provided for each concept, and suggestions are included for additional resources. (SA)

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# MY PARENT'S WORK FROM A to Z

WORLD OF WORK PROJECT

SOCIAL STUDIES

KINDERGARTEN

CE003776

# WORLD of WORK

Occupational Education Program for Children

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Sponsored by

Utah State Department of Public Instruction

Vocational Education Division

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Salt Lake City, Utah

MY PARENT'S WORK FROM A TO Z

OUTLINE OF CONCEPTS

.01 Parents work to earn money for food, clothing, and a home to live in.

.02 Learning to work begins at home.

.03 (1) There are many jobs to choose from.
(2) It is not too soon to begin thinking about what we want to be.

.04 Sharing work at home makes us happy and shows we love our family.

.05 There are many interesting jobs in our society.

.06 (1) There are many interesting jobs.
(2) People work because they like to work.
(3) When you work you earn money.

.07 If we are good workers, people will hire us which gives us the opportunity to earn money.

.08 Some things that help us get jobs are: they way we look (grooming), the way we act (manners), they way we speak (language).

MY PARENT'S WORK FROM A TO Z

OUTLINE OF LEARNING EXPERIENCE OBJECTIVES

.01 Through small informal group discussion, the students will demonstrate their understanding of their parent's work and the importance of it to the satisfaction of their teacher.

.02 (1) There are many jobs boys and girls can do at home.
(2) Help children to become good workers at home.

.03 (1) To create interest among all children in your school toward work.
(2) To let children make a picture of themselves doing the kind of work they want to do.

.04 (1) Children can do many things that are helpful and important.
(2) When we do things to help others, we feel proud and happy.

.05 (1) To help children become aware of all the different kinds of things people do when they work.
(2) When you work you earn money to buy things you need.

.06 (1) Help children think about things they might like to do someday.
(2) Help children understand that all jobs are important.

.07 (1) Help children feel pride in doing a job well.
(2) Help children see and do things that need to be done.

.08 Through small informal group discussions, the students will demonstrate their understanding of the importance of good grooming (the way we look), good manners (the way we act), and good language (the way we speak).

Community — Cluster

My Parent's Work From A to Z — Area of Study

CONCEPT: Parents work to earn money for food, clothing, and a home to live in.

OBJECTIVE: Through small informal group discussions, the students will demonstrate their understanding of their parent's work and the importance of it to the satisfaction of their teacher.

| WHAT I NEED | WHAT I DO |
|---|---|
| Film:<br>Why Fathers Work<br>Encyclopedia Britannica<br>425 N. Michigan Ave.<br>Chicago, Illinois<br>60611<br>WOW Worksheet:<br>Why Fathers Work<br>01 01 | 1. Have students COLLECT pictures of family members at work for a bulletin board.<br>a. Father<br>b. Mother<br>c. Boys<br>d. Girls<br>e. Grandmother<br>f. Grandfather<br>g. Etc.<br>2. DISCUSS bulletin board pictures and why a family works.<br>a. To earn money for food.<br>b. To earn money for clothing.<br>c. To earn money for a home.<br>d. To take care of each other.<br>3. HAVE children SHARE with the class the work Mothers and/or Fathers do at home.<br>4. SHOW and DISCUSS film, Why Fathers Work and also see WOW Worksheet 01 01. |

| WHAT I NEED | WHAT I DO |
|---|---|
| | 5. DISCUSS why work is important to a family. |
| WOW Worksheet: "Father at Work" 01 02 | 6. READ poem, "Father at Work". See WOW Worksheet 01 02. |
| WOW Worksheet: Scroll Picture Viewer 01 03<br><br>Materials:<br>mimeograph or pastel colored paper<br>chart paper<br>glue<br>tape<br>dowels<br>box | 7. ASK each child to tell you what kind of job his father or mother has. WRITE each story on a scroll. LEAVE a space of twelve inches between each one. Have each child DRAW a picture of his father or mother at work. USE mimeograph paper (light weight). MOUNT each picture in the space provided on the scroll. (If you use pastel colored paper you have colored T.V.) MOUNT the scroll on dowels for the children to read and enjoy. See WOW Worksheet 01 03. |
| WOW Worksheet: Letter to Parents 01 04 | 8. INVITE parents to visit school to tell about their work. Have each child WRITE a letter and place in envelope. REMIND them to return the part that tells when the parent will come to school. See WOW Worksheet 01 04. |
| | 9. Let children ROLE PLAY postman and "deliver" letter to parents. |
| Song: "The Postman", Our Singing World, p. 65, Pitts, Lila B., Ginn and Co., 1957 | 10. SING song "The Postman". |
| | 11. SCHEDULE parents to visit class. |
| | 12. PREPARE the children for receiving the guest parents. DISCUSS:<br>a. Being courteous.<br>b. Listening carefully.<br>c. Sitting quietly.<br>d. Raising hands if they have a question.<br>e. Thank visitor for coming.<br>Be prepared to assist the visiting parent with things he needs to make presentation meaningful to the age of the children. |

| WHAT I NEED | WHAT I DO |
|---|---|
| WOW Worksheet: Questions 01 05 | 13. GIVE parent a list of suggested questions prior to school visit. See WOW Worksheet 01 05.<br>14. DISCUSS on the following day the things children remembered about each visitor's job and the importance of it.<br>15. RECORD the children's answers on a chart. |

WOW Worksheet: Why Fathers Work (Encyclopedia Britannica) 01 Lex. 01 W.S.

OBJECTIVES: To explain to students why their fathers go to work.

To show why work is important to a family, a community, and a city.

To illustrate how labor and services make the many aspects of city life interdependent.

SUMMARY OF CONTENT

Mornings in a family are a busy time. Everyone is getting ready to go to work for the day; children must work at school, mothers stay at home and do housework, the shopping, and make lunch for the children. But fathers usually go to work early and come home late in time to eat dinner. What do they do during the day? Where do they go?

Ed Kimball is a father who leaves home every morning very early. If we follow Mr. Kimball, we can see where he works, who his co-workers are, and what kind of work he does.

Mr. Kimball gets a ride to work every morning. He works downtown with a crew of men who build tall skyscrapers. Mr. Kimball has a very specialized job on the building site; he does only a small but important part of the many tasks that must be done before the building is completed and people can live and work there.

Not only does his work help the whole city grow, but Mr. Kimball's family depends on his work as well. Every Friday we know that Mr. Kimball will recieve money for the work he has done. With this money, the Kimballs are able to buy the important things they need; the food that keeps them healthy and strong, the clothes they need, and other necessities. Sometimes Mr. Kimball has enough money to buy something special for his family; something that each member of the family would like to have. Nice gifts like that show his children and his wife that Mr. Kimball thinks about them and wishes to make the day more fun for them.

Our city needs the buildings that Mr. Kimball helps to build. Could you imagine a city with no buildings, with no room for people to live, work, study, and play? Throughout the city are many people working to provide the goods needed by others. In each part of the city people work to provide important products and important services that make our lives more productive and enjoyable.

# Fathers at Work

by William Rader

Where does your daddy go each day
When you're in school or on the way?

He goes to work -- each father should --
Producing a service or maybe a good.

## The Postman

Some dads are postmen; they deliver mail
In snow or rain, in sleet or hail.
Letters and parcels from far away
They carry from house to house each day.

## The Farmer

Some fathers plant corn and oats and wheat,
And raise the food that we like to eat.
They work long hours in the rain and sun,
And only rest when their work is done.

## The Librarian

This lady's job brings her much joy,
Because she helps each girl and boy.
She finds books when you ask her to;
Librarians like to work for you.

## The Nurse

This lady we know is dressed in white;
Often she works far into the night;
To help sick people is her aim.
Children, do you know her name?

## The Bank Teller

In banks some dads work hard each day,
Meeting savers who earned their pay.
But savers are not the only ones they meet;
Borrowers, too, each day they greet.

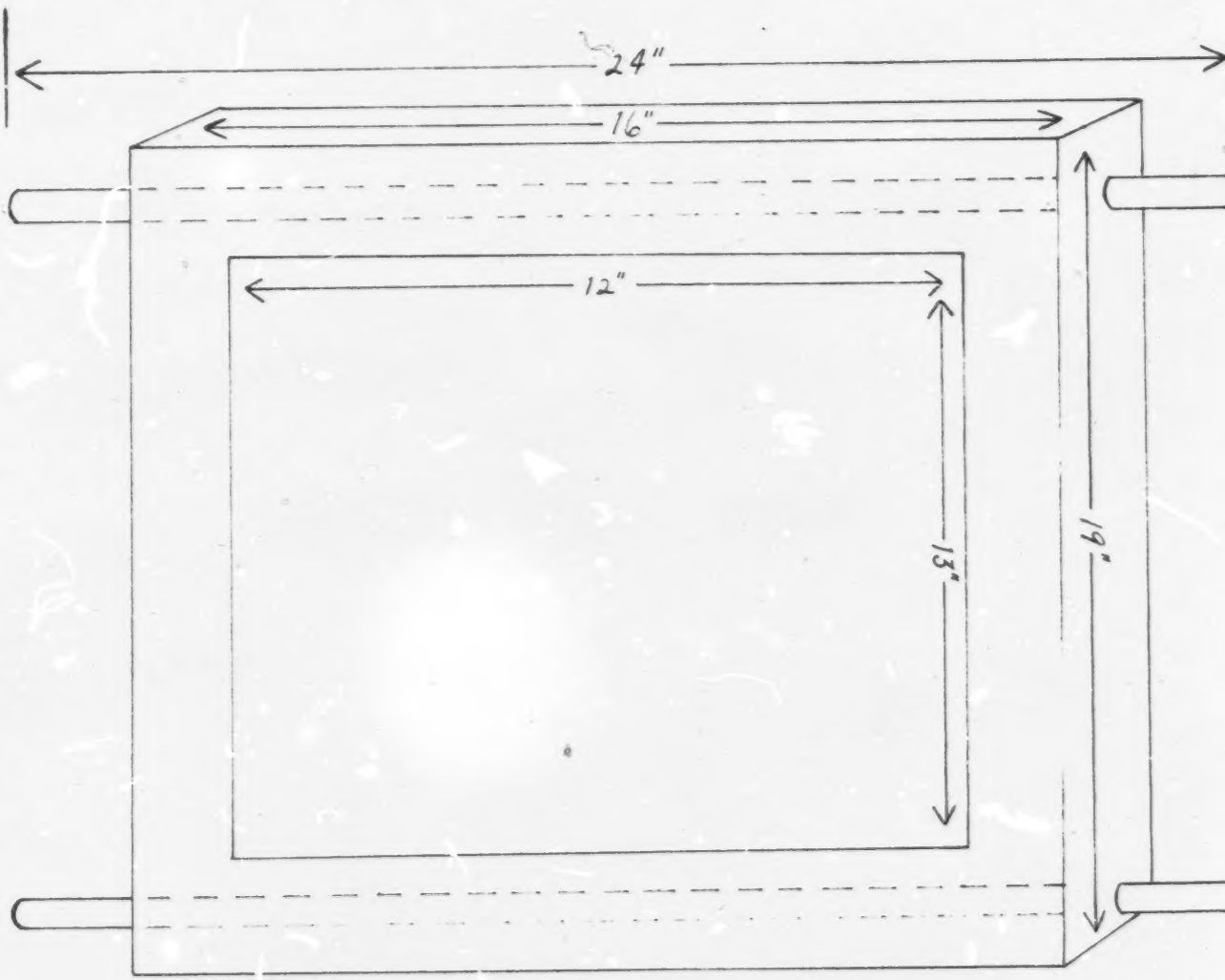
## The Lawyer

When men disagree, not knowing who's right,
Sometimes in anger they fuss and they fight.
Then a lawyer they go to see;
He tries to get them to agree.

11

**Worksheet:** Scroll Picture Viewer

01 Lex. 03 W.S.




Scroll made by cutting chart paper lengthwise and taping several lengths together.

Two dowels approximately twenty-four inches long.

Box with a window cut in one side and dowel holes cut in each end. Approximate box size suggested above.

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**WOW** Worksheet: Letter to Parents

01 Lex. 04 W.S.

Date_____

Dear Parents:

The children in our class are learning that work is important and fun. They are learning that there are many jobs in society -- all of which are important to many people.

Your child has told us as much as he can about your occupation. He is proud of you and that you are an important person in the "world of work".

We are extending an invitation to you to visit our classroom and explain more in detail what your job entails and why you chose it.

Some things you could tell them would be:

1. Where you work.
2. What you do on your job.
3. How your job helps other people.
4. What you like best about your job.
5. Why you work.
6. Others.

Thank you for all the nice things you do to help your children become competent, responsible people. Learning to accept responsibility by performing small tasks at home prepares them for greater responsibilities later.

We hope you can accept this invitation.

Respectfully yours,

Date_____

Dear Miss_____,

I have arranged to visit school and tell the children about my job on the day I have checked below. I will come at _____o'clock.

Monday _____
Mo. Day Year

Tuesday _____
Mo. Day Year

Wednesday _____
Mo. Day Year

Thursday _____
Mo. Day Year

Friday _____
Mo. Day Year

_____
Parent's signature

## SAMPLE LIST OF GENERAL QUESTIONS

This is a suggested list of "all occasion" questions that students may ask of resource people and workers. (The resource person might appreciate receiving, prior to his appointment, a list of some of the questions that might be asked.)

1. What is the title of your job?
2. Where do you work?
3. Why do you work there?
4. What are the duties and responsibilities of your job?
5. Are there many job opportunities in your occupation?
6. Are there any opportunities for advancements? What are they?
7. Are there opportunities for both men and women in this work?
8. Is your job steady work?
9. What special benefits do you receive?
10. How much could a good worker earn to start as a _____ and later after about ten years?
11. What do you like best about your job?
12. What do you like least about your job?
13. Please describe your working conditions?
14. What school subjects help you most in your job? (Math, English, Writing, Science, Speaking, Reading, Etc.)
15. What schooling or training is required to do your work?
16. What is the cost of such training, and time involved?
17. How did you get your job?
18. If you had all the money you needed, would you still want to be what you are and continue working at your present work? Why? Why not?

19. What personal satisfaction do you receive from your work?

20. Would you recommend this type of work to others?

21. How does your work help:

    a. Your employer?

    b. Your family?

    c. Your community?

22. How is your family life influenced by your work?

23. How is your community life influenced by your work?

24. Who are some of the other people you work with and what are their job titles?

25. Is it necessary to belong to a union?

26. What are the dues?

27. How has your job changed in the last 20, 30, 40 years?

28. What do you see in the future for employment in your field?

29. How often do you expect to re-train, or go back to school?

30. What effects are modern inventions having on your work?

31. Will your job become obsolete?

32. What responsibility do you have to be honest and to give a full commitment to your work?

Community — Cluster

My Parent's Work From A to Z — Area of Study

CONCEPT: Learning to work begins at home.

OBJECTIVE: (1) There are many jobs boys and girls can do to help at home.
(2) Help children to become good workers at home.

| WHAT I NEED | WHAT I DO |
|---|---|
| | 1. DISCUSS different jobs children do at home. MAKE up a poem about some of the things they do to help. Possible title might be: "I Like To Help".<br><br>2. SAY the first line and encourage children to help you finish the poem. Example:<br><br>I Like to Help<br><br>I like to help my mother . . .<br>("Why?") She needs me every day.<br>("What do you do?") I make my bed,<br>And sweep the floor<br>("When?") Before I go to play.<br>("What else do you do?") I tend my baby sister, too<br>("What happens then after you have helped?") And help to set the table ..<br>And then my mother reads to me<br>As soon as she is able.<br><br>A Good Helper<br><br>I like to work at my house.<br>I make my bed and dust.<br>("When do you do all this) I mow the grass and pick up toys<br>Before I play -- I must!<br><br>CONTINUE to make up poems as long as children show enthusiasm.<br><br>3. RECORD poems and let children read them each day.<br><br>4. MAKE copies of each poem to be placed in each child's booklet.<br><br>5. LET each child make a cover for his own booklet. Suggested titles for the booklet are: |

| WHAT I NEED | WHAT I DO |
|---|---|
| | a. Everybody Works<br><br>b. I Am A Helper<br><br>c. Work Is Fun |
| WOW Worksheet:<br>Writing Lesson 02 01<br>WOW Worksheet:<br>Writing Lesson 02 02<br>WOW Worksheet:<br>Writing Lesson 02 03<br>WOW Worksheet:<br>Writing Lesson 02 04<br>WOW Worksheet:<br>Writing Lesson 02 05 | 6. PRINT on chalkboard writing lessons 1 - 5 (this may be done over several days). Have children PRACTICE their printing by copying from the board the writing lessons. See WOW Worksheets 02 01, 02 02, 02 03, 02 04, 02 05 for writing lessons. |
| WOW Worksheet:<br>Dear Parent's Letter<br>02 06 | 7. PREPARE a note for each child to take home asking parents to allow and encourage their children to do as many tasks as possible each day. ASK the parent to list on the back of the letter things the child does so the child can bring it back to school to share with the class. See WOW Worksheet 02 06. |
| | 8. Let the children READ the letter you have prepared for them to take home. Have them SIGN the letter, FOLD and PLACE in an envelope. |
| WOW Worksheet:<br>"Fetch and Carry"<br>02 07 | 9. INTRODUCE story "Fetch and Carry" by telling the children about Bobby, a little boy who didn't think it was fun to help his family. See WOW Worksheet 02 07. |
| WOW Worksheet:<br>Flannel Board 02 08<br>WOW Worksheet:<br>Flannel Board 02 09<br>WOW Worksheet:<br>Flannel Board 02 10<br>WOW Worksheet:<br>Flannel Board 02 11<br>WOW Worksheet:<br>Flannel Board 02 12<br>WOW Worksheet:<br>Flannel Board 02 13<br>WOW Worksheet:<br>Flannel Board 02 14<br>WOW Worksheet:<br>Flannel Board 02 15 | 10. PREPARE flannel board characters (if desired). See WOW Worksheets 02 08, 02 09, 02 10, 02 11, 02 12, 02 13, 02 14, 02 15. |

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| WHAT I NEED | WHAT I DO |
|---|---|
| | 11. LIST on the chalkboard all the things children can do at home to help their mothers and fathers. DISCUSS each helpful thing. |
| WOW Worksheet: "This Is The Way" 02 16. | 12. From the song, "This Is The Way", SING and ACT out the things we can do at home to help. See WOW Worksheet 02 16. |
| What Will I Be from A to Z, Donald L. Gelb, National Dairy Council Chicago, Illinois 60606 | 13. After the song, SELECT and READ several poems to the children from What I Will Be from A to Z. |

WOW Worksheet: Writing Lesson

02 Lex. 01 W.S.

I Can Help

Can I help?

Yes, I can help.

I can help mother.

I can help father.

-17-

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WOW Worksheet: Writing Lesson

02 02
W.S.

I Will Help

I can tend sister.

I can help brother.

I can help a pet.

I can wash dishes.

# I Can

Pick up my toys.

Hang up my coat.

Dust the room.

Make my bed.

WOW Worksheet: Writing Lesson

02 Lex. 04 W.S.

# Work is Fun

I like to help.

Mother works.

Father likes to work

A family can work.

WOW Worksheet: Writing Lesson

02 Lex. 05 W.S.

# Pets Can Help

Tab can help Ann.

Tab can catch rats.

-21-

24

Nip can help Sam.

Nip bit a bad man.

WOW Worksheet: Dear Parent's Letter

02 Lex. 06 W.S.

Dear Parents,

Please let me help. I can do many things. X=

-22- 25

P.S. We are doing a WORK unit at school. Please send a note on the back of this telling what your child does to help at home.

# FETCH AND CARRY

by Stella Matthews

"Fetch and carry, fetch and carry!" grumbled Bobby Brumble. "I have to do all the work around here, just because I'm little!"

It did seem as if someone was always asking him to do something he didn't want to do because he just wanted to play.

"Please run down to the henhouse and bring me a fresh egg, Bobby." his mother would say, or -- "Take this hammer back to the garage for me, Bobby." his father would say, or -- "Bobby, would you please bring me my knitting." his grandmother asked, or -- "I just raked the leaves, Bobby," said his grandfather, "and they're down by the garden. Please spread them on the rose bushes."

"Work, work, work, all day long. Bobby was tired of it. "I'll go away and live by myself." Bobby decided. "Then they can do their own work!"

And he knew just where to go, too. He'd live in the treehouse that his grandfather had built for him last summer in the orchard and he'd never work again.

"Good-bye" he told his mother. "I'm going to live in the treehouse."

"I'll pack a sack," his mother said, "you may be hungry after awhile."

"Good-bye" Bobby told his father. "I'm going to live alone."

"You'd better take my flashlight." said his father, "It gets very dark in the orchard."

"Good-bye" Bobby told his grandmother.

She kissed him and gave him the sweater she had just finished knitting. "In case you get cold." she explained.

"Good-bye" he told his grandfather, who tousled Bobby's hair and winked.

"I'm glad you like the treehouse I built." said his grandfather.

So Bobby Brumble took his snack and the sweater and the flashlight and started out for the orchard. He stopped to tell the old hen in the henhouse that he wouldn't be coming for eggs anymore, but she was too busy with her chicks to listen.

In the barn, Bobby found the cat. "I'm going away." he told the cat, but she paid no attention. She was busy trying to catch mice.

In the orchard, he saw a squirrel and would have liked to stop and talk, but the squirrel was working very hard counting his nuts, and he really didn't have time to visit.

Bobby Brumble climbed the ladder to the treehouse and sat down. He was very happy to be all alone and not have any work to do. No one asked him to fetch or carry. He didn't have to dry the dishes or bring in the wood. He didn't have to empty wastebaskets or even pick up his own toys. "I will live here forever." he told himself.

In awhile, Bobby was hungry so he ate his snack. But it was a small snack and he was still hungry. "Mother baked a cake this morning," he said, "and right now they are all eating fried chicken and cake." His mouth began to water, and he thought it must be very hard work to bake cakes and cook dinners. But his mother didn't seem to mind.

The sun went down behind the orchard and it began to get cold. Bobby was very glad to have a sweater to wear. It had taken a long time for his grandmother to knit the sweater. But she always liked making things for him.

It got very dark when the moon and stars went behind a cloud. "I can't see." said Bobby. And, since there was no one to make him go to bed, he turned on his father's flashlight. It wasn't a very big light, not nearly as nice as the light on the dresser in his room at home.

He thought about his room with its big comfortable bed and all his toys on the shelves on the wall. "It must cost a lot of money to buy those things." he said. "Daddy works very hard." But his father always sang when he was working, so he must not mind working.

Then it began to rain. The roof of the treehouse leaked, and Bobby was very wet and cold. "I wish grandfather were here to fix that roof." cried Bobby. He felt very lonely with no one to talk to. Then he thought about living in the treehouse alone for a long time with no light except the flashlight. He thought about his mother's good dinners and the warm sweaters his grandmother made. He thought about his snug bed, and he decided he didn't really want to live alone.

Bobby Brumble climbed down the ladder from the treehouse and ran as fast as he could to his own warm dry room. The light on his dresser was shining softly and someone had turned down his bed so that it was all ready for him.

As Bobby ate pancakes with melted butter and maple syrup the next morning, his mother said, "Bobby, would you mind taking these letters to the mailbox at the end of the lane?"

"I will be glad to do it." Bobby Brumble said and then he laughed. "Everyone else works. I want to work, too." And he skipped happily down the lane with the letters in his hand.

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WOW Worksheet: Flannel Board

02 Lex. 13 W.S.

34

35

36

# This Is The Way

This is the way we pick up our clothes
. . . . . So early in the morning.

This is the way we dust the room
. . . . . So early in the morning.

This is the way we tend the baby
. . . . . So early in the morning.

This is the way we mow the grass
. . . . . So early in the morning.

This is the way we sweep the floor
. . . . . So early in the morning.

This is the way we wash the dishes
. . . . . So early in the morning.

This is the way we make our bed
. . . . . So early in the morning.

This is the way we set the table
. . . . . So early in the morning.

This is the way we vacuum the rug
. . . . . So early in the morning.

This is the way we feed our pets
. . . . . So early in the morning.

03 Lex. 02 W.S.

Community
Cluster

My Parent's Work From A to Z
Area of Study

CONCEPT:
1. There are many jobs to choose from.
2. It is not too soon to begin thinking about what we want to be.

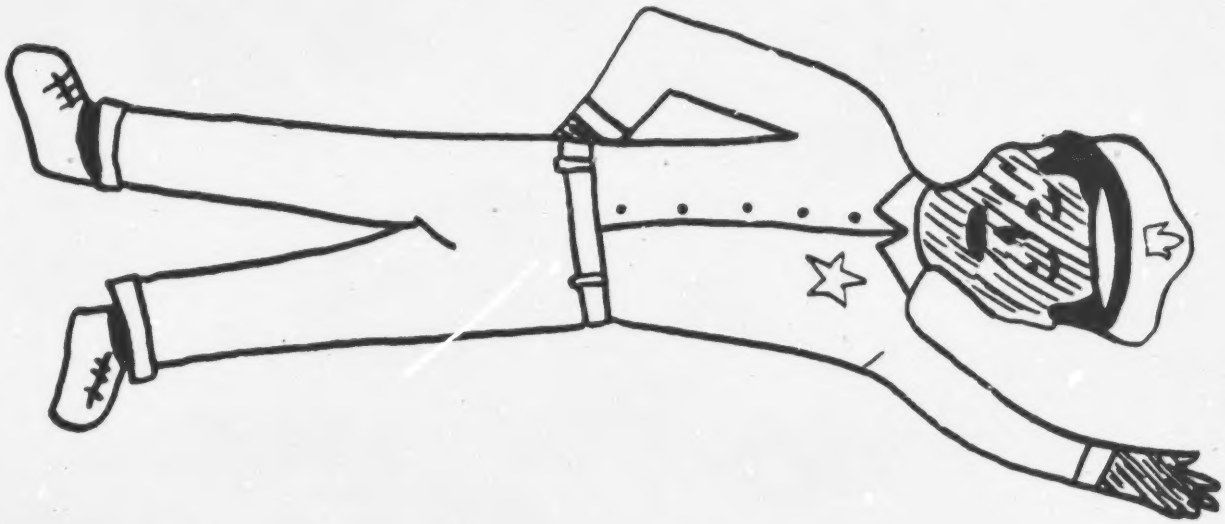
OBJECTIVE:
1. To create interest among all children in your school toward work.
2. To let children make a picture of themselves doing the kind of work they want to do.

| WHAT I NEED | WHAT I DO |
|---|---|
| | 1. ASK the children to think of some worker they would like to be.<br><br>2. HAVE the children lie down on large sheets of butcher paper and trace around each other with a heavy marking pen or crayon.<br><br>3. HAVE the children color their figures to look like what they would want to be.<br><br>4. LET children cut their figures out.<br><br>5. When the children finish, ASK them to tell you what they are going to be and either you or they can print for example:<br><br>a. "Mary wants to be a nurse."<br><br>b. "John will be an astronaut."<br><br>c. "Bill will be a policeman."<br><br>d. "Lori wants to be a mother."<br><br>STAPLE these on the figures. |
| WOW Worksheet: Figures 03 01 | 6. TAPE the figures to the walls in the hallway outside the classroom for the rest of the school children to enjoy. See WOW Worksheet 03 01. |
| WOW Worksheet: Bulletin Board 03 02 | 7. MAKE a bulletin board, focus on the theme, "What Would I Like To Be?" See WOW Worksheet 03 02. |

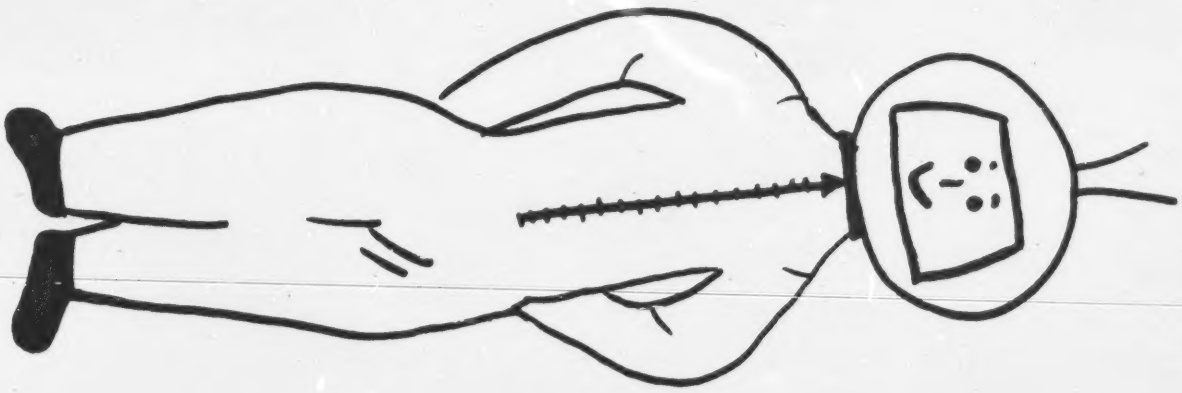
WOW Worksheet: Figures

03 Lex. 01 W.S.

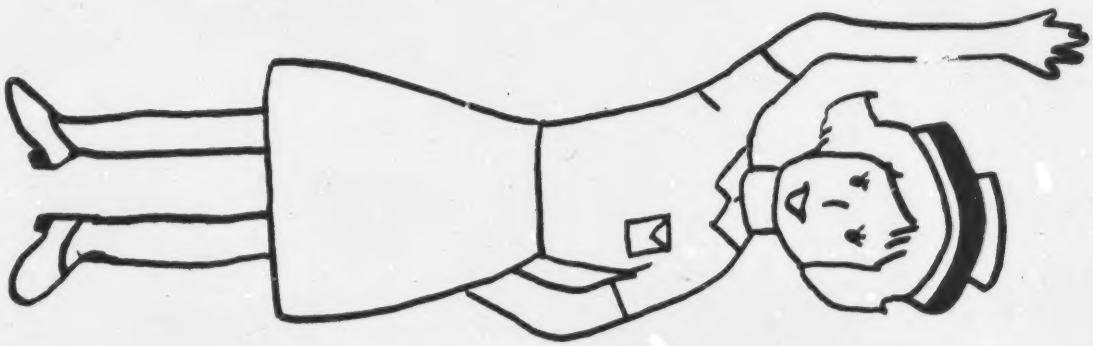
MARK IS A POLICEMAN

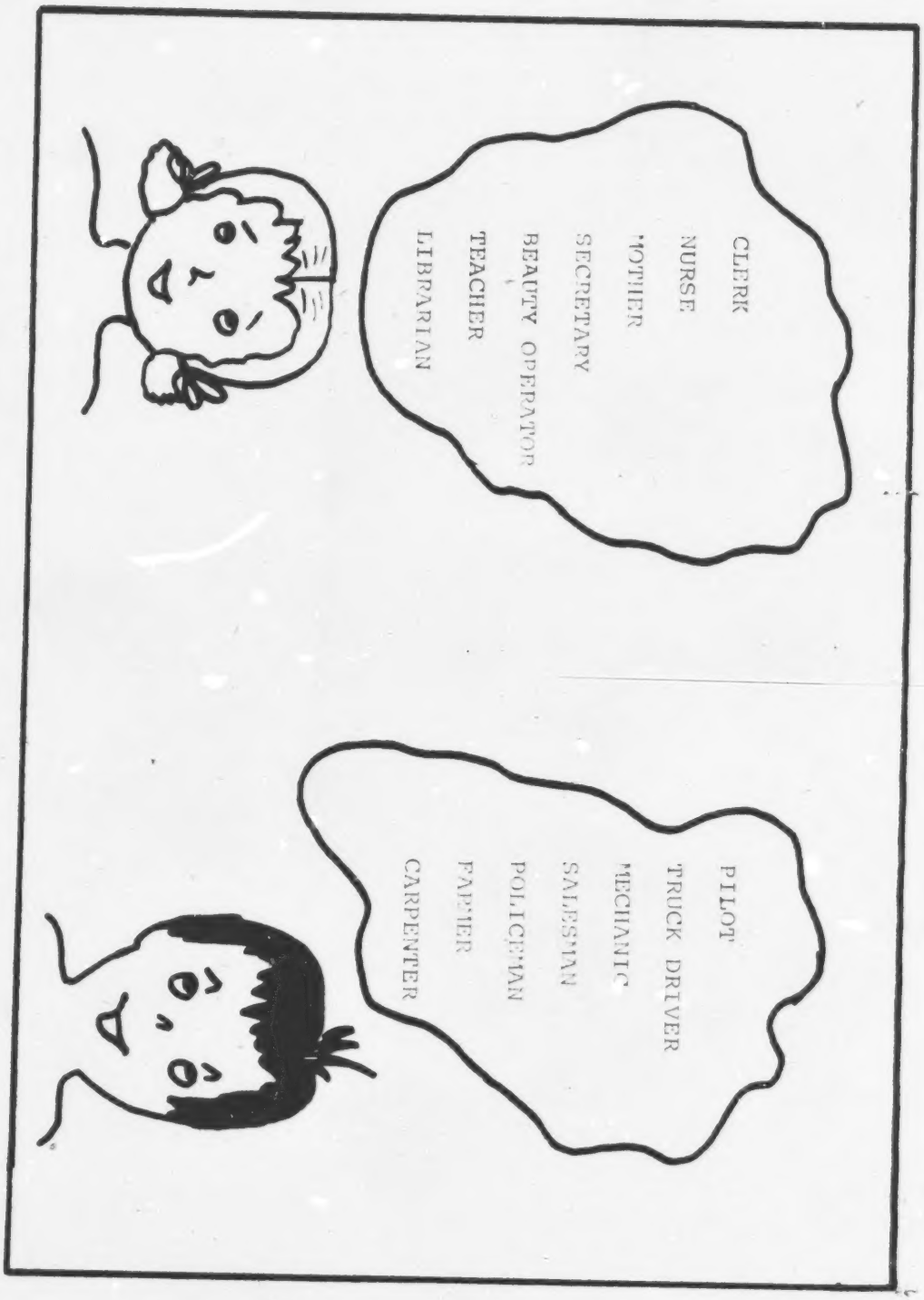


TODD IS AN ASTRONAUT



SHARON IS A NURSE




CLERK
NURSE
MOTHER
SECRETARY
BEAUTY OPERATOR
TEACHER
LIBRARIAN
PILOT
TRUCK DRIVER
MECHANIC
SALESMAN
POLICEMAN
FARMER
CARPENTER

Community — Cluster

My Parent's Work From A to Z — Area of Study

CONCEPT: Sharing work at home makes us happy and shows we love our family.

OBJECTIVE:
1. Children can do many things that are helpful and important.
2. When we do things to help others, we feel proud and happy.

| WHAT I NEED | WHAT I DO |
|---|---|
| Song Book: Sing With Me Deseret Book, Salt Lake City, Utah | 1. ASK children if they know any helping songs, such as the following from Sing With Me.<br>a. When We're Helping<br>b. A Happy Family<br>c. A Happy Helper<br>2. INVITE the children who know one or more of these songs to teach them to the class.<br>3. DISCUSS the nice things we do for our parents. Also, DISCUSS that when we are good workers at home we feel proud and happy.<br>4. LIST reasons why children love their mother and father so much. For example:<br>a. Take care of them.<br>b. Read stories to them.<br>c. Play games with them.<br>d. Take them places.<br>e. Comfort them.<br>f. Answering questions for them.<br>5. SUGGEST writing poems about what our parents do to help us. For example:<br>a. Some day I'll be a daddy,<br>And have a little boy,<br>And I'll work hard so I can buy<br>Him clothes and food and toys. |

| WHAT I NEED | WHAT I DO |
| --- | --- |
| | b. My mother cooks my dinner.<br>She tends me when I'm sick.<br>And when I really need her --<br>She comes running, quick!<br><br>c. I like to play with daddy<br>He takes me to the park<br>We always have a lot of fun --<br>We play until it's dark.<br><br>If the children enjoy the activity, they may like to have copies of the poems they compose. |

05 Lex. 00 W.S.

Community — Cluster

My Parent's Work From A to Z — Area of Study

CONCEPT: There are many interesting jobs in society.

OBJECTIVE:
1. To help children become aware of all the different kinds of things people do when they work.
2. When you work you earn money to buy things you need.

| WHAT I NEED | WHAT I DO |
|---|---|
| | 1. HAVE six or eight pictures of people working to show the children. |
| Old magazine for each child. | 2. GIVE each child a magazine and ASK him to cut out all the pictures he can find that show people working. |
| Large sheets of tag board or poster paper, scissors | 3. PASTE pictures on poster paper making a "collage". PLACE the poster paper where groups of children can work cooperatively on the collage. |
| | 4. DISCUSS with the class the following suggested question:<br>a. Why do people work?<br>(1) To buy food.<br>(2) To buy clothes.<br>(3) To provide shelter for themselves and their families.<br>(4) To buy other things they need and want.<br>(5) They like the job they have.<br>(6) They meet new friends.<br>(7) They learn new and interesting things. |
| | 5. COLLECT pictures of community helpers such as:<br>a. Milkman<br>b. Nurse |

| WHAT I NEED | WHAT I DO |
|---|---|
| | c. Bus driver<br>d. Mailman<br>e. Doctor<br>f. Grocery man<br>g. Farmer<br>h. Etc.<br>Children may know someone who is a fireman, policeman, mailman, etc. and want to tell about them. |
| | 6. HAVE children identify which of the above workers work on jobs away from home. |
| | 7. DIVIDE class into small groups for a contest. HAVE each group name one job in turn. (Teacher records the jobs on chalkboard.) The group that can still name a different job after other groups are through--wins. |
| | 8. SELECT books that tell about as many different jobs as possible. |
| | 9. SHOW each book to the children and tell something interesting about the job it tells about. SUGGEST that children may want to look at the books during "free periods". |
| Book: Sesame Street, People In Your Neighborhood, Golden Shape Book | 10. READ Sesame Street, People In Your Neighborhood. |
| | 11. RECORD the book on a cassette tape for children to use independently. The characters in this little book will be most enjoyable and familiar to the children. |
| | 12. DISCUSS with the class the following:<br>a. How many have been to a circus?<br>b. Did they see a clown? |

| WHAT I NEED | WHAT I DO |
|---|---|
| | c. Did you know that being a clown was a job?<br><br>d. Are clowns paid to be in the circus?<br><br>e. How would you like to be a clown and make people laugh and be happy? |
| | 13. Some children might like to MAKE clown puppets. See Lex. 6, part #5. |
| Circus Clown, Singing Fun, Webster Pub. Co. | 14. SING Circus Clown song. |

Community — Cluster

My Parent's Work From A to Z — Area of Study

CONCEPT:
1. There are many interesting jobs.
2. People work because they like to work.
3. When you work you earn money.

OBJECTIVE:
1. Help children think about things they might like to do someday.
2. Help children understand that all jobs are important.

| WHAT I NEED | WHAT I DO |
|---|---|
| People Pictures, Lesson #5, Peabody Language Development Kit-Level #1<br><br>Pictures:<br>Carpenter<br>Clerk<br>Dentist<br>Doctor<br>Fireman<br>Garbage man<br>Gas station attendant<br>Mailman<br>Milkman<br>Policeman<br>Soldier | 1. PRESENT the eleven people cards and explain that these are pictures of people who help us in many ways and are called our helpers.<br><br>2. SHOW cards one at a time and let volunteers name them.<br><br>3. PLACE the people cards along the chalk ledge.<br><br>4. INTRODUCE "Guessing Time" in the following suggested way:<br><br>"I know some riddles about what these people do. Let's see if you can guess which one I'm talking about. I will start a sentence and point to someone to finish it. Be sure not to give the answer away by saying anything unless I'm pointing to you."<br><br>a. He helps sick people get well; he is a _____.(doctor)<br><br>b. He fights for our country; he is a _____.(soldier)<br><br>c. He puts out fires; he is a _____.(fireman)<br><br>d. He picks up trash; he is a _____.(garbage man)<br><br>e. He fixes our teeth; he is a _____.(dentist)<br><br>f. He puts gas in our car; he is a _____.(gas station attendant) |

| WHAT I NEED | WHAT I DO |
|---|---|
| | g. He brings the mail; he is a _____. (mailman)<br><br>h. He shows us when to cross the street; he is a _____. (policeman)<br><br>i. He delivers something that is good for our teeth; he is a _____. (milkman)<br><br>j. He builds houses; he is a _____. (carpenter)<br><br>k. She sells things in a store; she is a _____. (clerk)<br><br>You may want to create other riddles about the eleven community helpers until each child has had a turn. |
| People Pictures, Lesson #5, Peabody Language Development Kit-Level #1<br><br>Pictures:<br>Barber<br>Truck driver<br>Chef<br>Druggist<br>Gardener<br>Life guard<br>Nurse<br>Painter<br>Playground attendant<br>School patrol boy<br>Street cleaner<br>Teacher | 5. IF time permits, you may wish to have the children do the following riddles:<br><br>a. She helps us learn; she is a _____. (teacher)<br><br>b. He cleans out curbs; he is a _____. (street cleaner)<br><br>c. He hauls the groceries to the store; he is a _____. (truck driver)<br><br>d. He sells medicine; he is a _____. (druggist)<br><br>e. She looks after us if we are in the hospital; she is a _____. (nurse)<br><br>f. He cuts our hair; he is a _____. (barber)<br><br>g. He watches over us when we swim; he is a _____. (lifeguard)<br><br>h. He watches the traffic when we cross the street on the way to school; he is a _____. (school patrol boy)<br><br>i. She watches over us when we play in the playground; she is a _____. (playground attendant) |

| WHAT I NEED | WHAT I DO |
|---|---|
| | j. He cooks food in a restaurant; he is a _____. (chef)<br><br>k. He works in the yard; he is a _____. (gardener)<br><br>l. He paints houses; he is a _____. (painter)<br><br>6. HAVE children act out one of twenty-three helpers and let rest of children try to guess which one he is imitating. The child who guesses correctly becomes the next leader.<br><br>7. DISCUSS the idea of making a community of helpers and have a puppet show. |
| Materials for stick puppets:<br>Tag board cut 6" X 9"<br>Tongue depressors or popsicle sticks<br>Crayons<br>Paste<br>Scissors for each child | 8. HAVE them make their puppet face as large as the paper. DEMONSTRATE by drawing several faces on the board. TRY to draw some identifying feature.<br><br>9. When they FINISH help them to recall the riddle game as they use their puppets. |

07 Lex. 03 W.S.

Community (Cluster) — My Parent's Work From A to Z (Area of Study)

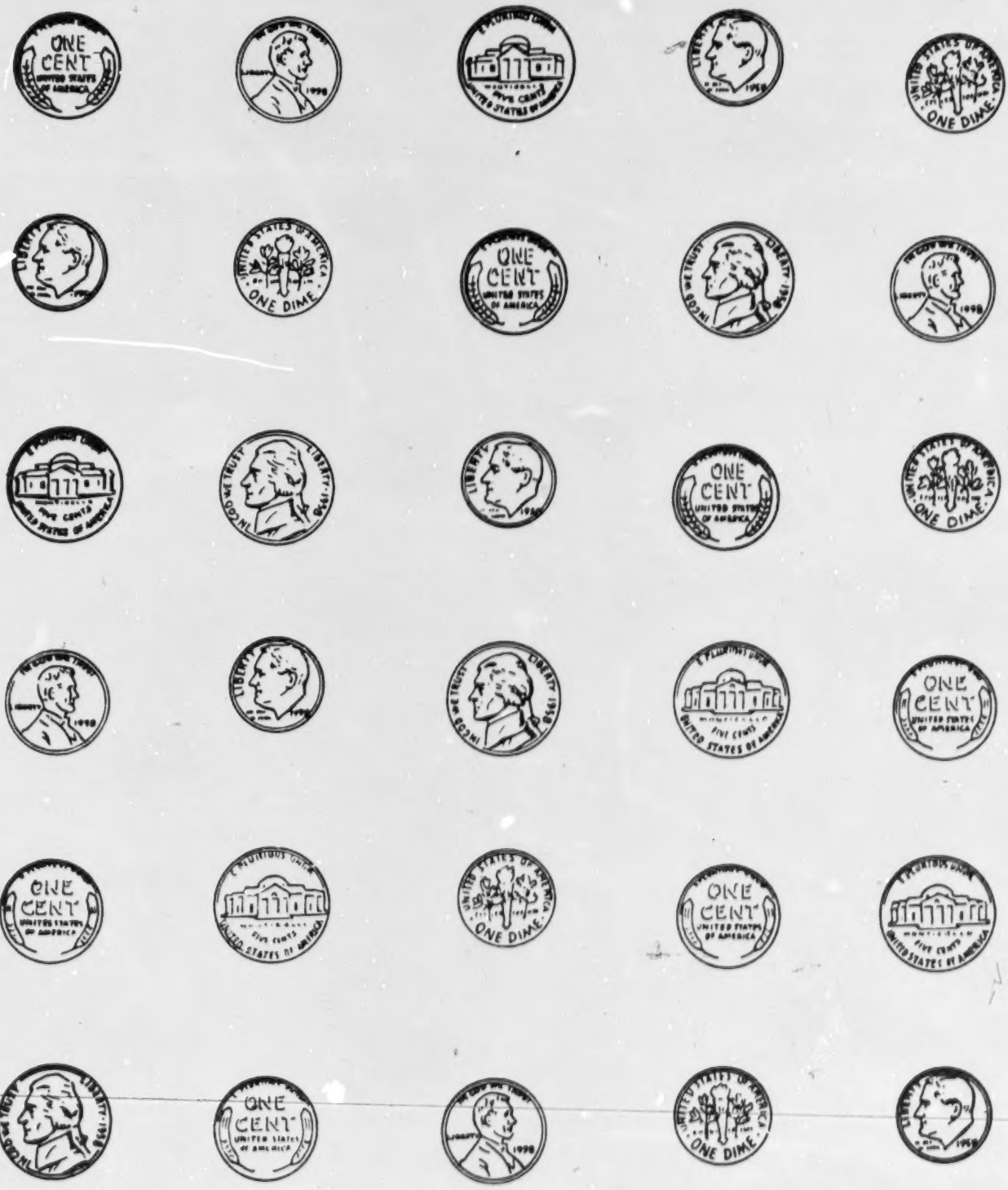
CONCEPT: If we are good workers, people will hire us which gives us the opportunity to earn money.

OBJECTIVE:
1. Help children feel pride in doing a job well.
2. Help children see and do things that need to be done.

| WHAT I NEED | WHAT I DO |
|---|---|
| | 1. ARRANGE with the principal for your class to have a "School Yard Clean-Up". |
| | 2. ORGANIZE a committee of children to meet with him and make the arrangements. |
| | 3. PLAN locations and receptacles where paper and trash can be placed. |
| | 4. ARRANGE for these receptacles to be collected. |
| WOW Worksheet: Play Money 07 01 | 5. NEGOTIATE a token fee to be earned for performing this service. See WOW Worksheet 07 01. |
| WOW Worksheet: Subtraction 07 02<br>WOW Worksheet: Addition 07 03 | 6. TEACH or REVIEW addition and subtraction with "earned" and "spent" story problems by preparing math work pages which teach addition and subtraction through "earned" and "saved" and "had and spent". See WOW Worksheets 07 02 and 07 03. |
| | 7. PROVIDE real or play money for children to use in "spending" situation. (Making a purchase.) |
| | 8. LABEL a number of items that appeal to children. ALLOW them to choose and pay for an item, and determine how much they have left. |
| | 8. CONVERT tokens into money to be used to buy ingredients to make ice cream or for a pop corn party, picnic, or field trip. |
| | 9. USE money for counting. |

| WHAT I NEED | WHAT I DO |
| --- | --- |
| | 10. ROLE PLAY using money to purchase items. |

# Penny - Nickel - Dime



WOW Worksheet:

Name _____

07 Lex. 02 W.S.

# MONEY SUBTRACTION

| HAD | SPENT | HAVE |
|---|---|---|
| | 3¢ | |
| | 4¢ | |
| | 2¢ | |
| | 3¢ | |
| | 6¢ | |
| | 4¢ | |
| | 5¢ | |
| | 2¢ | |
| | 1¢ 52 | |

WOW Worksheet:

Name _____

07 Lex. 03 W.S.

# MONEY ADDITION

| HAD | EARNED | HAVE |
|---|---|---|
| | | _____ |
| | | _____ |
| | | _____ |
| | | _____ |
| | | _____ |
| | | _____ |
| | | _____ |
| | | _____ |
| | | _____ |



53

08 Lex. 03 W.S.

Community
Cluster

My Parent's Work From A to Z
Area of Study

CONCEPT: Some things that help us get jobs are: the way we look (grooming), the way we act (manners), the way we speak (language).

OBJECTIVE: Through small informal group discussions, the students will demonstrate their understanding of the importance of good grooming (the way we look), good manners (the way we act), and good language (the way we speak).

| WHAT I NEED | WHAT I DO |
|---|---|
| | 1. LET children role-play the parts of an employer and a future employee looking for a job. |
| | 2. DISCUSS how to ask for a job:<br>a. How to act.<br>b. What to say.<br>c. How to look. |
| WOW Worksheet: "How to Select a Boy" 08 01 | 3. READ story, "How to Select a Boy". See WOW Worksheet 08 01. |
| WOW Worksheet: Poems 08 02 | 4. READ poems on grooming, friendship, and character. See WOW Worksheet 08 02 |
| | 5. ARRANGE with school neighborhood families for your class to pick up litter along ditches, fences, and shrubs. |
| WOW Worksheet: Play Money 07 01 | 6. LEAVE ten, fifteen, twenty, twenty-five, pennies (play money) with each neighbor to be paid when the job is completed to their satisfaction. See WOW Worksheet 07 01. |
| | 7. DIVIDE the class into small groups to contact several of these neighbors near the school. |
| | 8. ELECT a leader in each group. (He will be the spokesman.) |
| WOW Worksheet: Games 08 03. | 9. PLAY games, if desired. See WOW Worksheet 08 03. |

HOW TO SELECT A BOY

Author Not Known

A gentleman advertised for a boy, and nearly fifty applicants presented themselves in answer. Out of the whole number he selected one and dismissed the rest. "I should like to know," said a friend, "on what grounds you selected that boy, who had not a single recommendation."

"You are mistaken," said the gentleman, "he has a great many. He wiped his feet when he came in, and closed the door after him, showing that he was careful. He gave his seat instantly to that old man, showing that he was thoughtful and kind. He took off his cap when he came in and answered my questions promptly, showing that he was gentlemanly. He picked up the book which I has purposely laid on the floor, and replaced it upon the table, and he waited quietly for his turn, instead of pushing and crowding, showing that he was honorable and orderly. When I talked to him I noticed that his clothes were brushed and his hair in order; when he wrote his name, I noticed that his finger nails were clean. Don't you call those things letters of recommendation? I do, and I would give more for what I can tell about a boy using my eyes ten minutes than all the letters he can bring me. Little things show character, and frequently determine a boy's whole career."

## My Grooming Guide

How do I look to everyone?
I'll check the things that I have done.

My hair I combed.
My shoes I shined.
On all of me
No dirt you'll find.

I brushed my teeth
To keep them bright.
My fingernails
I did not bite.

The clothes I wear
Are not my best,
But they are clean
So I'm well dressed.

I cover every
Cough and sneeze
With handkerchief.
"Excuse me, please!"

I'll try to pass this daily test
So I may always look my best.

## My Friendship Guide

Oh, making friends is lots of fun,
And I'll remember how it's done.

I'll try to look for good in others,
My friends and neighbors, sisters, brothers,
And tell them of the good I find,
So they will like me and be kind.

And I will wear a cheerful smile,
Though troubles come once in a while.
Then when the others look at me,
A happy girl or boy they'll see.

## My Character Guide

My character you cannot see.
It's what I am inside of me.
The way I act, my manners, too.
Help people judge the things I do.

I'll study as I should at school,
And try to follow every rule.
Then when I'm home I'll do each chore.
Before I'm told, and help some more.

I'll help my parents every day,
And friends and neighbors in some way.
I'll tell the truth and be polite,
And try my best to do what's right.

* * * * * * *

## Which Would You Like To Be

(Taken from: Resource Unit - Our Working World, S.R.A.)

Some workers work on the land;
Some workers work on the sea;
Some workers work in the air above;
Which would you like to be?

Some workers run an engine;
Their engine pulls a train;
Some run an engine high in the sky:
Their engine is in a plane.

Some workers build big houses;
Way up into the sky;
And some build houses on a farm:
With a big red barn nearby.

Some workers work on steamers
That sail all over the sea:
Sailor, captain, fisherman --
Which would you like best to be?

1. Circle game of "Farmer in the Dell".

2. "Policeman Help Me Find My Child"

   One child, as a parent, describes another (hair, clothing, shoes, etc.) and the "Policeman" has to locate him from the description. If correct, everyone claps and "Parent" thanks the "Policeman".

3. "Alphabet Fishing Game"

   With pole and magnet as hook, child fishes a letter from the floor. (The letter has a piece of metal attached.) Child must identify and give word beginning with same sound.

4. "Toy Box Game"

   Put about twelve boxes on floor with a letter on each. A child picks up toy from another container, says the letter that it begins with and puts it into correct box. Everyone claps for correct answer.

5. "Alphabet Guessing Game"

   Class chooses a letter of alphabet. Children think of words beginning with that sound as teacher writes them on board. Class counts words when finished and records the number so as to have a contest with another kindergarten class.

MATERIALS LIST

BOOKS

| PUBLISHER | COPY-RIGHT DATE | AUTHOR | TITLE |
|---|---|---|---|
| Melmont Publishers | 1954 | Hoffman, Elaine | Our Friendly Helpers |
| | 1958 | Radlauer, Ruth | Fathers at Work |
| | 1957 | Heffleginger, Jane | Firemen |
| | 1959 | Radlauer, Ruth | Women at Work |
| Albert Whitman Pub. | 1952 | Fabry, Sally | Who Am I? |
| | 1953 | Barr, Jene | Baker Bill |
| | 1956 | " " | Ben's Busy Service Station |
| | 1958 | " " | Dan the Weatherman |
| | 1952 | " " | Fireman Fred |
| | 1958 | " " | Good Morning, Teacher |
| | 1953 | " " | Mike the Milkman |
| | 1962 | " " | Miss Terry at the Library |
| | 1954 | " " | Mr. Mailman |
| | 1952 | " " | Policeman Paul |
| | 1966 | Knoche, Norma R. | What Do Mothers Do? |
| Henry Z. Walck Publishing Co. | 1959 | Lenski, Lois | At Our House |
| | 1962 | " " | Policeman Small |
| | 1960 | " " | When I Grow Up |
| | 1949 | " " | Cowboy Small |
| | 1946 | " " | The Little Fire Engine |
| | 1951 | " " | Papa Small |

MATERIALS LIST

BOOK

| PUBLISHER | COPY-RIGHT DATE | AUTHOR | TITLE |
|---|---|---|---|
| J. B. Lippincott Publishing Co. | 1959 | Marino, Dorothy | Where Are the Mothers? |
| Lothrop, Lee & Shepard Co. | 1946 | Puner, Helen Walker | Daddies: What They Do |
| | 1953 | Tresselt, Alvin | A Day With Daddy |
| Charles Scribner & Sons Pub. Co. | 1954 | Bate, Norman | Who Built The Bridge? |
| Children's Press | 1957 | Hastings, Evelyn B. | About Postmen |
| | 1959 | Philips, Eleanor | About the Driver of a Bus |
| | 1961 | Greene, Carla | I Want To Be A Telephone Operato |
| | 1961 | " " | I Want To Be A Space Pilot |
| | 1963 | " " | I Want To Be A Ballet Dancer |
| | 1961 | " " | I Want To Be A Airplane Hostess |
| | 1960 | " " | I Want To Be A Road Builder |
| | 1957 | " " | I Want To Be A Bus Driver |
| | 1963 | " " | I Want To Be A Homemaker |
| | 1957 | " " | I Want To Be A Mechanic |
| | 1956 | " " | I Want To Be An Animal Doctor |
| | 1958 | " " | I Want To Be A News Reporter |
| | 1962 | " " | I Want To Be A Musician |
| | 1957 | " " | I Want To Be A Dairy Farmer |
| | 1959 & 1961 | " " | I Want To Be A Restaurant Owner |

MATERIALS LIST

BOOKS

| PUBLISHER | COPY-RIGHT DATE | AUTHOR | TITLE |
|---|---|---|---|
| Follett Pub. Co. | 1958 | Lattin, Anne | Peter's Policeman |
| Simon & Schuster Pub. Co. | 1950 | Mace, Kay | When I Grow Up |
| Science Research Associates | 1964 | Senesh, Lawrence | Our Working World, Families at Work |
| Silver Burdette Co. | 1966 | | Making Music Your Own |
| National Dairy Council | 1963 | Gelb, Donald L. | What Will I Be From A to Z? |